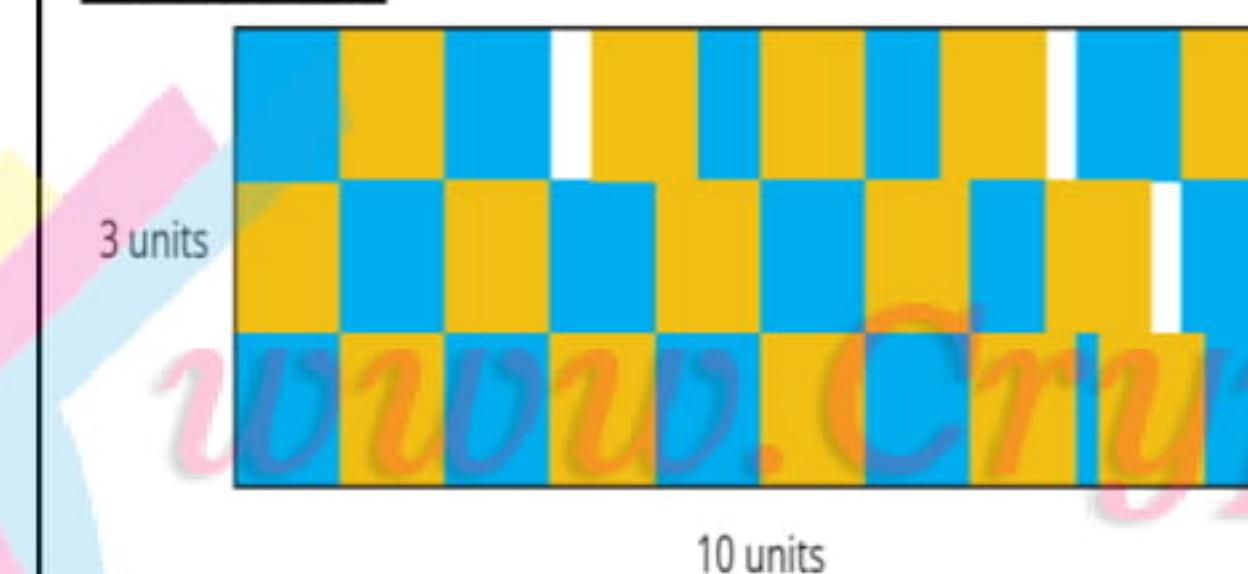


Content/ window	Chapter theme	Lesson	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $9 \times 10 = \dots$		
					Questions Modeling	Digital sources	Math's Journal				
www.Cryp2Day.com موقع من ذكريات جاهزة للطباعة	HOW TO THE WORLD WORKS ?	lesson 61	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Explain the Associative Property of Multiplication. • Apply the Associative Property of Multiplication to solve problems. • Collaborate to define math terminology in their own words. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Associative Property of Multiplication • Factors • Property • Parentheses • Product <p>MATERIALS</p> <ul style="list-style-type: none"> • Number cards 0 to 6 or six-sided dice (one per student) • Mathematics Student Book and pencil 	<p>Calendar: Answer questions about calendar</p> <p>Learn:</p>  <p>Jana wanted to find the area of this rectangle. She looked at the dimensions and then filled the rectangle with red and blue tiles. Then, she counted the tiles and found the area to be 31 square units. Do you agree with Jana? Why or why not?</p>	<p>Teaching strategies</p> <p>Teacher guide</p>	<p>Calling Sticks - Relay Race</p> <p>Pages 21 - 24</p>	<p>1. Circle the equations below that have the same value as $(9 \times 2) \times 5$.</p> $9 \times (2 \times 5)$ 11×5 9×10 <p>2. Circle the equations below that have the same value as $4 \times (10 \times 3)$.</p> <p>a- 4×13 b- 4×30 c- 14×3 d- $(4 \times 3) \times 10$</p>	<p>Differentiation / Challenges</p>	<p>Allow students a moment to share their thoughts with a partner.</p>	<p>Pages 5 - 8</p>	<p>Math's Journal</p>

Teacher's Self Reflection

Exceeds expectations

Meets expectations

Sometimes Meets Expectations

Below Expectations

Content/ window	Chapter theme	Lesson	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $4 \times 5 = \dots$	
					Differentiation / Challenges	Digital sources	Questions Modeling			
	HOW TO THE WORLD WORKS ?	Chapter 1	lesson 62	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Explain the Distributive Property of Multiplication. • Apply the Distributive Property of Multiplication to solve problems. • Collaborate to define math terminology in their own words. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Addend • Bar model • Distributive Property of Multiplication • Factors • Product <p>MATERIALS</p> <ul style="list-style-type: none"> • Colored pencils or markers • Mathematics Student Book and pencil 	<p>Calendar: Answer questions about calendar</p> <p>Learn</p> <p>First way</p> $6 \times 13 = 6 \times (\underline{\hspace{1cm}} + \underline{\hspace{1cm}})$ $= (6 \times \underline{\hspace{1cm}}) + (6 \times \underline{\hspace{1cm}})$ $= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$ <p>Second way</p> $6 \times 13 = 6 \times (\underline{\hspace{1cm}} + \underline{\hspace{1cm}})$ $= (6 \times \underline{\hspace{1cm}}) + (6 \times \underline{\hspace{1cm}})$ $= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$ $= \underline{\hspace{1cm}}$	<p>Teacher guide</p> <p>Pages 25 - 28</p>	<p>Teaching strategies</p> <p>Calling Sticks - Relay Race</p>	<p>Farouk had the following problem to solve: Use what you know about the properties of multiplication to find the missing number. $3 \times 5 = (3 \times 2) + (3 \times \underline{\hspace{1cm}})$</p> <p>Farouk said, "The missing number is 5 because the Associative Property tells me I can break the problem into smaller chunks, so I just changed the grouping." What mistakes did Farouk make? What would you tell him to help him correct his thinking and his work?</p>	<p>Math's Journal</p> <p>Allow students a moment to share their thoughts with a partner.</p>	Pages 5 - 8

Teacher's Self Reflection

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Below Expectations

Grade (3) class: Date: present : Absent: Students' total number:

Content/ window	Lesson theme	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $8 \times 7 = \dots$
				Questions Modeling	Digital sources	Differentiation / Challenges		
 www.Cryp2Day.com موقع مذكرة جاهزة للطباعة	Chapter 1 HOW TO THE WORLD WORKS ?	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Apply strategies to estimate products. • Apply properties and strategies to solve multiplication problems. • Explain chosen problem-solving strategies. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Estimation • Product • Reasonableness <p>MATERIALS</p> <ul style="list-style-type: none"> • Mathematics Student Book and pencil 	<p>Calendar: Answer questions about calendar</p> <p>Learn Step 1: For each problem, estimate the answer and show your thinking for how you found that estimate. Step 2: Then, solve each problem using any strategy or property that helps you. Write or draw to show how you solved the problem.</p> $6 \times 7 =$ $4 \times 7 \times 5 =$	<p>Callig Sticks - Relay Race</p> <p>Pages 29 - 31</p>	<p>Dalia had 8 baskets. Each basket held 6 eggs. How many eggs did Dalia have in all? Write the equation you are trying to solve in this story problem</p>	<p>Calendar - Callig sticks</p>	<p>Math's Journal Pages 9 - 12</p>	<p>Allow students a moment to share their thoughts with a partner.</p>

Teacher's Self Reflection

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Grade (3) class: Date: present : Absent: Students' total number:

Content/ window	Chapter theme	Lesson	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $2 \times 7 \times 5 = \dots$
					Differentiation / Challenges	Digital sources	Questions Modeling		
www.Cryp2Day.com موقع من كرات جاهزة للطباعة	Maths	Lesson 64	LEARNING OBJECTIVES <ul style="list-style-type: none"> • Tell time to the minute. • Explain the relationship between multiplication and division. • Solve multiplication and division problems with an unknown number. • Explain how they can use the relationship between multiplication and division to solve problems. KEY VOCABULARY <ul style="list-style-type: none"> • Fact family • Factor • Hour • Inverse • Minute • Product • Quotient MATERIALS <ul style="list-style-type: none"> • Teaching clock or large handmade clock • Mathematics Student Book and pencil 	<p>Calendar: Answer questions about calendar</p> <p>Learn Solve as many of the following problems as you can with your partner. Be sure to show how you solved the problems in the work space.</p> <p>*- Habiba baked 25 cookies. She wanted to share them with her 5 friends. How many cookies would each friend get?</p>	<p>Calling Sticks - Relay Race</p> <p>Pages 32 - 35</p>	<p>Teacher guide</p>	<p>Questions Modeling</p> <p>*- Complete this fact family for the numbers 4, 5, and 20.</p> $4 \times 5 = 20$ $5 \times \dots = 20$ $20 \div 5 = \dots$ $\dots \div 4 = 5$ <p>*- Complete this fact family for the numbers 3, 6, and 18.</p> $3 \times 6 = 18$ $6 \times \dots = 18$ $18 \div 6 = \dots$ $\dots \div 6 = 3$	<p>Differentiation / Challenges Allow students a moment to share their thoughts with a partner.</p>	<p>Pages 13 - 17</p> <p>Calendar - Calling sticks</p>

Teacher's Self Reflection

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Grade (3) class:

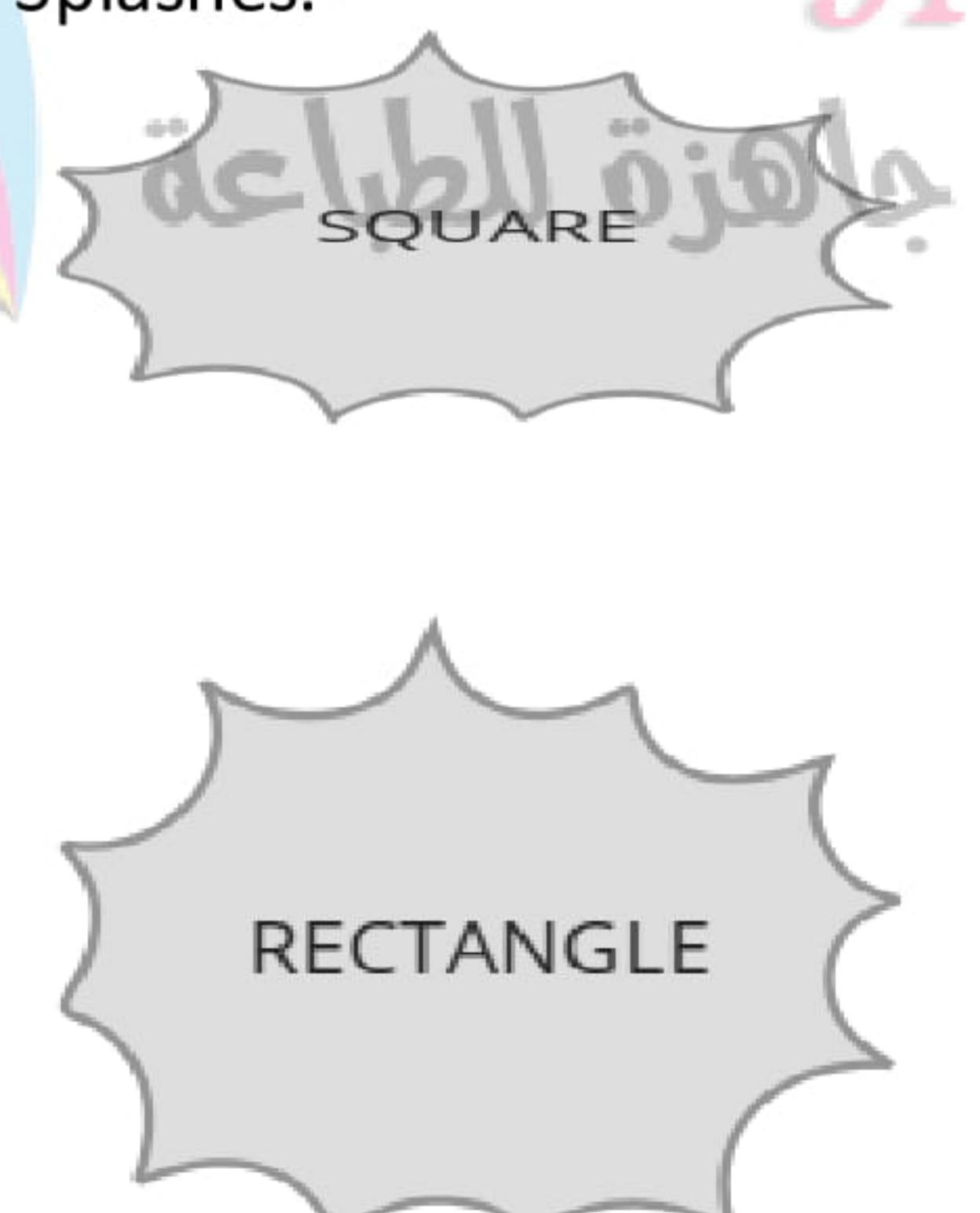
Date:.....

present :..... Absent: Students' total number:

Content/ window	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $0 \times 2 \times 4 = \dots$
					Questions Modeling	Digital sources	Differentiation / Challenges		
www.Cryp2Day.com موقع من ذكريات جاهزة للطباعة	Chapter 1	lesson 65	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Identify a variety of multiplication and division problem-solving strategies. Apply more than one strategy to solve multiplication and division problems with an unknown number. Justify the use of preferred problem-solving strategies. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Justify • Product Quotient • Strategies <p>MATERIALS</p> <ul style="list-style-type: none"> Multiplication and Division Strategies anchor chart Properties of Multiplication anchor chart Mathematics Student Book and pencil 	<p>Calendar: Answer questions about calendar</p> <p>Learn Reflect on the problems you solved today and the strategies you used. What is your favorite strategy to solve multiplication problems? What is your favorite strategy to solve division problems? Record your favorites in the boxes below and explain why you like each strategy best. You can use pictures, numbers, examples, and words to explain why.</p>	<p>My favorite multiplication strategy is WHY:</p> <p>My favorite division strategy is WHY:</p>	<p>Calendar - Calling sticks</p>	<p>Allow students a moment to share their thoughts with a partner.</p>	Math's Journal	Pages 18 - 20

Teacher's Self Reflection Exceeds expectations Meets expectations Sometimes Meets Expectations Below Expectations

Grade (3) class: Date: present : Absent: Students' total number:

Content/ window	Chapter theme	Lesson	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $11 \times 4 = \dots$	
					Questions Modeling	Digital sources	Differentiation / Challenges			
www.Cryp2Day.com موقع من ذكريات جاهزة للطباعة	HOW TO THE WORLD WORKS ?	Chapter 1	lesson 66	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Solve perimeter problems involving an unknown side length. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Length Parallel Perimeter Width <p>MATERIALS</p> <ul style="list-style-type: none"> Mathematics Student Book and pencil 	<p>Calendar: Answer questions about calendar</p> <p>Learn Record what you know about each of these words around the Word Splashes.</p> 	<p>You help build a fence for your neighbor's square vegetable garden. Using the image provided, how many meters of fencing will you need? Use what you already know about the sides of a square to help you solve the problem.</p> <p>5 m</p> 	<p>Calling Sticks - Relay Race</p> <p>Pages 39 - 40</p>	<p>Teacher guide</p>	<p>Allow students a moment to share their thoughts with a partner.</p> <p>Calendar - Calling sticks</p>	<p>Math's Journal</p> <p>Pages 21 - 24</p>

Teacher's Self Reflection

Exceeds expectations

Meets expectations

Sometimes Meets Expectations

Below Expectations

Grade (3) class: Date: present : Absent: Students' total number:

Content/ window	Chapter theme	Lesson	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $9 \times 4 = \dots\dots\dots$
					Questions Modeling	Digital sources	Differentiation / Challenges		
www.Cryp2Day.com موقع من مذكرات جاهزة للطباعة	Maths	Lesson 67	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Solve two-step story problems involving addition, subtraction, multiplication, or division. • Explain the strategies they use to solve complex story problems. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Associative Property • Perseverance <p>MATERIALS</p> <ul style="list-style-type: none"> • Anchor charts from Lesson 65 • Thinking Like a Mathematician anchor chart • Associative Property of Multiplication 	<p>Calendar: Answer questions about calendar</p> <p>Learn Ali earns 25 LE per week for doing all his chores. On the fourth week, he forgets to take out the trash, so he only earns 20 LE. Write and solve an equation to show how much Ali earns in 4 weeks.</p>	<p>Miss Salma orders 3 packs of markers. Each pack contains 6 markers. After passing out 1 marker to each student in her class, she has 2 left. How many students are in Miss Salma's class?</p>	<p>Callig Sticks - Relay Race</p> <p>Pages 41 - 43</p>	<p>Calendar - Callig sticks</p>	<p>Allow students a moment to share their thoughts with a partner.</p>	Pages 25 - 26

Teacher's Self Reflection

Exceeds expectations

Meets expectations

Sometimes Meets Expectations

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Content/ window	Lesson theme	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $15 \times 4 = \dots$
				Differentiation / Challenges	Digital sources	Questions Modeling		
	Chapter 1 lesson 68	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> Analyze solutions to two-step story problems to identify and explain the errors made. Explain the benefits of error analysis in improving thinking and learning. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> Review vocabulary as needed. <p>MATERIALS</p> <ul style="list-style-type: none"> Thinking Like a Mathematician anchor chart Mathematics Student Book and pencil 	<p>Calendar: Answer questions about calendar</p> <p>Learn I have a bag with pens and markers inside. The objects in my bag have a mass of 100 grams in all. There are 4 pens, each with a mass of 15 grams. How many markers do I have in my bag if each marker has a mass of 20 grams?</p>	<p>Hashem's family went on a three-day road trip. On the first day, they drove 350 kilometers. On the second day, they drove 213 kilometers. On the third day, they drove 124 kilometers. Last year on their road trip, they drove a total of 432 kilometers. How many more kilometers did they drive on this trip?</p>	<p>Calling Sticks - Relay Race</p> <p>Pages 44 - 45</p>	<p>Teacher guide</p>	<p>Allow students a moment to share their thoughts with a partner.</p> <p>Calendar - Calling sticks</p>	<p>Math's Journal</p> <p>Pages 27 - 30</p>

Teacher's Self Reflection

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Content/ window	Chapter theme	Lesson	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $48 \div 8 = \dots$
					Digital sources	Questions Modeling	Teacher's Self Reflection		
www.Cryp2Day.com موقع مذكرة جاهزة للطباعة	HOW TO THE WORLD WORKS ?	Chapter 1 lesson 69	LEARNING OBJECTIVES <ul style="list-style-type: none"> • Apply multiple strategies to solve two-step story problems. • Justify problem-solving strategies. KEY VOCABULARY <ul style="list-style-type: none"> • Review previously taught vocabulary. MATERIALS <ul style="list-style-type: none"> • Strategies anchor chart from Lesson 65 • Mathematics Student Book and pencil 	<p>Calendar: Answer questions about calendar</p> <p>Learn Draw the time shown on the digital clock on the clock face above it.</p> 	<p>Teaching strategies</p> <p>Teacher guide</p>	<p>Questions Modeling</p> <p>Calling Sticks - Relay Race</p> <p>Pages 46 - 47</p>	<p>1. The park has 152 trees. There are 88 fig trees. The rest of the trees are palm trees. How many more fig trees are there than palm trees?</p> <p>2. There are 17 young crocodiles and 19 adult crocodiles. The crocodiles are placed equally into 4 areas. How many crocodiles are in each area?</p>	<p>Differentiation / Challenges</p> <p>Allow students a moment to share their thoughts with a partner.</p>	<p>Math's Journal</p> <p>Pages 31 - 33</p>

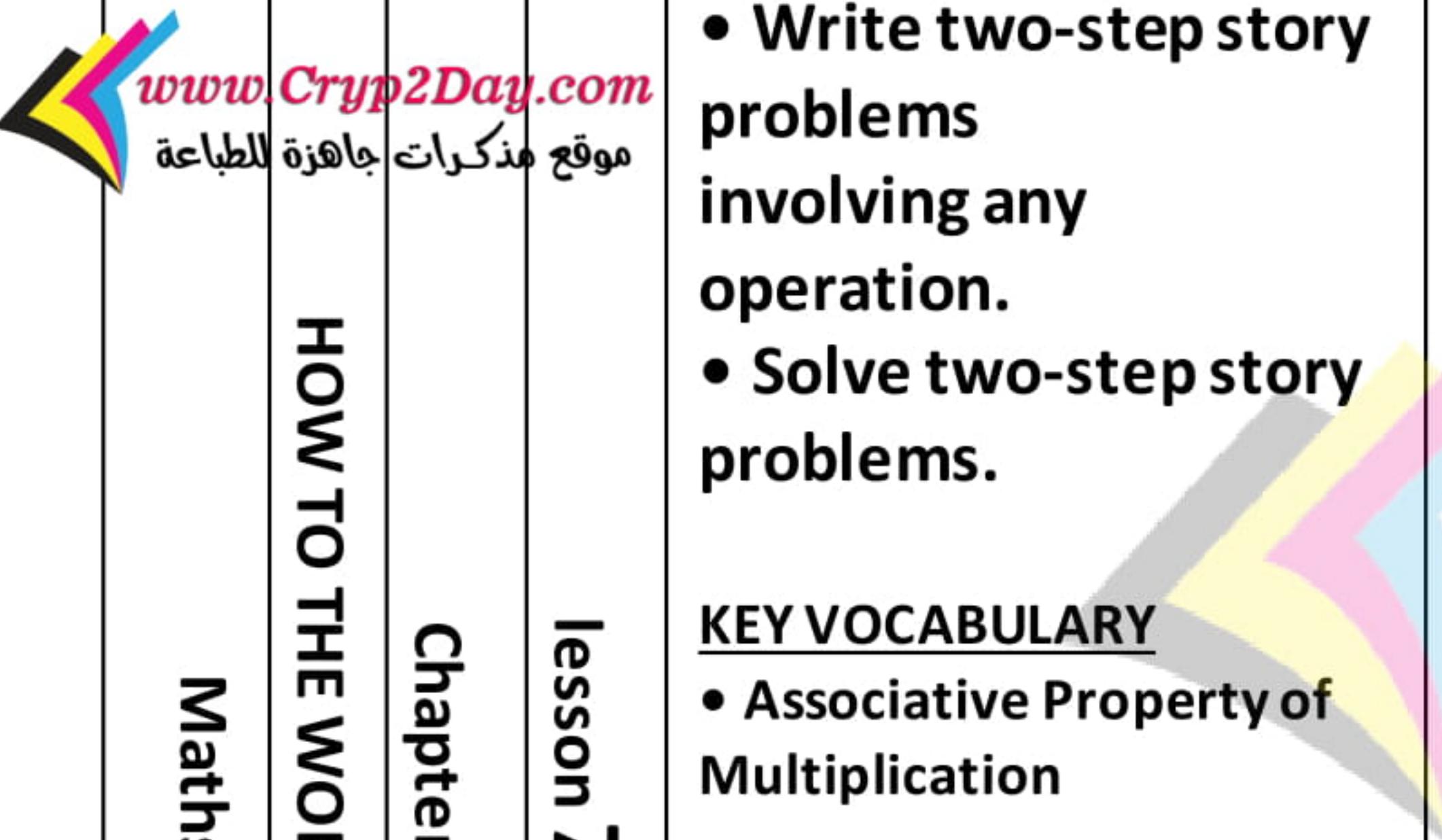
Teacher's Self Reflection

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Below Expectations

Content/ window	Lesson	Learning outcomes	Activities	Teacher's Choices			Enrichment	Complete the pattern: $30 \div 6 = \dots$
				Questions Modeling	Digital sources	Teacher guide		
 www.Cryp2Day.com موقع من ذكريات جاهزة للطباعة	lesson 70	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • Write two-step story problems involving any operation. • Solve two-step story problems. <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • Associative Property of Multiplication <p>MATERIALS</p> <p>Mathematics Student Book and pencil</p>	<p>Calendar: Answer questions about calendar</p> <p>Learn</p> <p>Solve for the unknown in the problems below. Complete as many problems as you can in the time allowed.</p> $(3 \times 2) \times \underline{\quad} = 36$ $2 \times (5 \times \underline{\quad}) = 50$	<p>Teaching strategies</p> <p>Teacher guide</p>	<p>Questions Modeling</p> <p>Solve for the unknown in the problems below. Complete as many problems as you can in the time allowed.</p> $10 \times (6 \times \underline{\quad}) = 600$	<p>Teacher's Choices</p> <p>Digital sources</p> <p>Teacher guide</p>	<p>Digital sources</p> <p>Teacher guide</p>	<p>Enrichment</p> <p>Complete the pattern: $30 \div 6 = \dots$</p>

Teacher's Self Reflection

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